

**Wallis Annenberg High**  
**2021–22 School Accountability Report Card**  
**Reported Using Data from the 2021–22 School Year**  
**California Department of Education**

**Address:** 4000 South Main St.  
Los Angeles, CA , 90037-1022

**Principal:** Sebastian Puccio

**Phone:** **Grade Span:**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

### Sebastian Puccio

Principal, Wallis Annenberg High

### About Our School

I am thrilled to be a part of the WAHS community, a diverse, energetic and thoughtful group of hard-working administrators, teachers and students. This school is an incredible place to grow and learn for students and staff alike.

While the overarching goals of WAHS is to prepare all students to succeed in college and beyond, we also focus on creating a welcoming, hands-on environment to foster innovation and spark creativity. Our philosophy revolves around the idea of active learning—students are challenged daily to grapple with problems and collaborate to find solutions. This is a powerful guiding principle, and one we believe teaches students the skills necessary to succeed while also giving them the confidence and resilience to take risks.

We are teaching students to become active global citizens, ready to take on a life and a career in the 21st century.

I am honored to be a part of this wonderful community and look forward to working with you all throughout the school year and beyond.

### Contact

Wallis Annenberg High  
4000 South Main St.  
Los Angeles, CA 90037-1022

Phone:

Email: [spuccio@accelerated.org](mailto:spuccio@accelerated.org)

## Contact Information (School Year 2022–23)

### District Contact Information (School Year 2022–23)

District Name	Los Angeles Unified
Phone Number	
Superintendent	Carvalho, Alberto
Email Address	<a href="mailto:alberto.carvalho@lausd.net">alberto.carvalho@lausd.net</a>
Website	<a href="http://www.accelerated.org">http://www.accelerated.org</a>

### School Contact Information (School Year 2022–23)

School Name	Wallis Annenberg High
Street	4000 South Main St.
City, State, Zip	Los Angeles, CA , 90037-1022
Phone Number	
Principal	Sebastian Puccio
Email Address	<a href="mailto:spuccio@accelerated.org">spuccio@accelerated.org</a>
Website	<a href="http://www.accelerated.org">http://www.accelerated.org</a>
County-District-School (CDS) Code	19647330100750

Last updated: 1/18/23

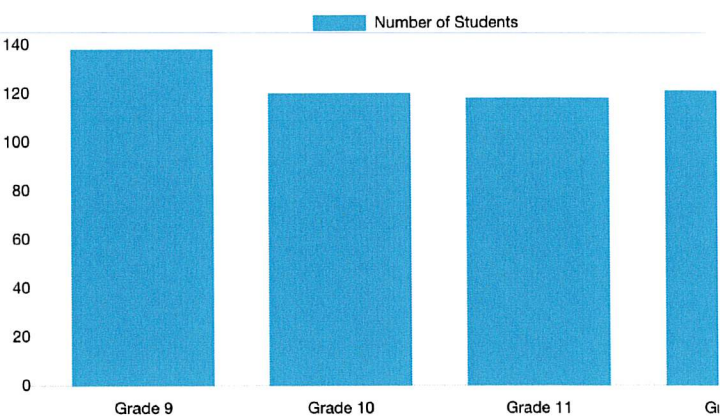
School Description and Mission Statement (School Year 2022–23)

For more than 25 years, The Accelerated Schools (TAS) have embraced a commitment to academic excellence and achievement guided by the belief that all students can excel when nurtured in a school environment that combines high expectations for students, and active involvement from parents and the community. TAS prepares students with the foundational knowledge, tools and skills needed to be productive, engaged citizens and lifelong learners. Our goal is to instill from an early age the important academic and character strengths that will help them succeed in college, career and life. We believe TAS enriches the lives of students and their families through a mix of academic, cultural, and community-focused programming and has been instrumental in transforming the South Los Angeles community.

Last updated: 1/19/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 9	138
Grade 10	120
Grade 11	118
Grade 12	121
Total Enrollment	497



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/18/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	49.00%
Male	51.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	2.00%
Filipino	0.00%
Hispanic or Latino	97.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	21.00%
Foster Youth	1.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	97.00%
Students with Disabilities	13.00%



## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.50	98.08	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	1.92	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1060.30	3.90	12115.80	4.41
Unknown	0.00	0.00	1651.30	6.07	18854.30	6.86
Total Teaching Positions	26.00	100.00	27194.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/18/23

### Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/18/23

### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	0.50	
Vacant Positions	0.00	

Authorization/Assignment	2020-21 Number	2021-22 Number
Total Teachers Without Credentials and Misassignments	0.50	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

**Class Assignments**

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 1/11/23

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)**

Year and month in which the data were collected: August 2022–2023

Wallis Annenberg High School sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. All textbooks and instructional materials used within the school are aligned with the Common Core State Standards. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Instructional materials for each grade are selected from the State's most recent list of standards-based materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Summit Learning Program	Yes	0%
Mathematics	Summit Learning Program	Yes	0%
Science	Summit Learning Program	Yes	0%
History-Social Science	Summit Learning Program	Yes	0%
Foreign Language	En Espanol		0%
Health	N/A		0%
Visual and Performing Arts	Glencoe		0%
Science Lab Eqpmt (Grades 9–12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/19/23



## School Facility Conditions and Planned Improvements

?Our facility is well-maintained due to efforts of the custodial and maintenance team lead by our Director of Facilities. Any needed repairs are completed in a timely manner. All areas of the campus are inspected on an ongoing basis. The school also conducts semi-annual maintenance projects such as painting, waxing floors, cleaning carpets and deep cleaning of classrooms, gyms, multi-purpose rooms and offices. ?

Last updated: 1/18/23

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: December 2022

Overall Rating	Good
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Last updated: 1/18/23

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3–8 and 11)	N/A	26%	N/A	41%	N/A	47%
Mathematics (grades 3–8 and 11)	N/A	12%	N/A	27%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/18/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	114	107	93.86	6.14	26.17
Female	49	47	95.92	4.08	40.43
Male	65	60	92.31	7.69	15.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	111	104	93.69	6.31	24.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	22	17	77.27	22.73	0.00
Foster Youth	0	0	0	0	0
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	108	101	93.52	6.48	24.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/18/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	114	108	94.74	5.26	12.04
Female	49	48	97.96	2.04	10.42
Male	65	60	92.31	7.69	13.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	---	---	---	---	--
Filipino	0	0	0	0	0
Hispanic or Latino	111	105	94.59	5.41	12.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	22	17	77.27	22.73	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	108	102	94.44	5.56	11.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	---	---	---	---	---

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/18/23

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8, and high school)	15.63	7.21	25.29	20.02	28.5	29.47

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/18/23*



**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	115	111	96.52	3.48	7.21
Female	56	54	96.43	3.57	3.70
Male	59	57	96.61	3.39	10.53
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	110	107	97.27	2.73	7.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	18	17	94.44	5.56	0.00
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	111	107	96.40	3.60	7.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	16	88.89	11.11	0.00

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/18/23

**Career Technical Education (CTE) Programs (School Year 2021–22)****A. History - WAHS Diploma:3 Years; Accelerated Diploma 3 Years**

- World History AB
- AP US History
- Government/ Economics

**B. English - WAHS Diploma:4 Years; Accelerated Diploma 4 Years**

- English 9
- English 10
- AP English Language
- AP English Literature

**C. Math - WAHS Diploma:3 Years; Accelerated Diploma 4 Years**

- Algebra I; Geometry; Algebra II; 4th year Math: Statistics

**D. Lab Science - WAHS Diploma:2 Years; Accelerated Diploma 3–4 Years**

- Environmental Science
- Bio: Living Earth
- Chemistry
- Physics

**E. LOTE - WAHS Diploma:2 Years; Accelerated Diploma 3 Years**

- Spanish I (Native/Non-Native); Spanish II (Native/Non-Native); Spanish III/AP Span Lang.; AP Spanish Lit.

**F. Visual & Perf Art - WAHS Diploma:1 Years; Accelerated Diploma 1 Years**

- Drawing I
- Music I
- Guitar
- CTE: Two-Dimensional Design

**G. Academic Elective - WAHS Diploma:1 Years**

- Mentor Session: College & Career Readiness I
- Gender Studies
- \*Any additional year of category A-F

**Academic Elective Accelerated Diploma - One Option:**

- 3-year CTE option
- 1 year College Course
- State Seal of Biliteracy
- A score of 3+ of 2 AP exams

**Physical Education- 2 Years**

**Other: Community Service Hours 2= 20; Accelerated Diploma Hours = 250 Last**

Last updated: 1/18/23

**Career Technical Education (CTE) Participation (School Year 2021–22)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	126
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/18/23

**Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled In Courses Required for UC/CSU Admission	100.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	65.22%

Last updated: 1/18/23

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

#### Opportunities for Parental Involvement (School Year 2022–23)

Parents have a variety of opportunities to be involved. Many of our parents have the opportunity to volunteer in classrooms, attend regular parent information & educational meetings and support the instructional program.

WAHS is committed to working collaboratively with parents and the surrounding community to bring about progress and student success. Wallis Annenberg High School genuinely values the input and support of all its members. We believe that parent involvement increases student achievement and that is our ongoing responsibility to develop and maintain strong home-school relationships. WAHS has worked diligently to create a very strong partnership with our parents and community members.

Parent meetings are held during which families are provided with updates on academic progress, information regarding curriculum and assessments and any new or changing programs.

Coffee with the Principal/ Parent Advisory Committee meetings are held on an ongoing basis to provide more detailed information on requested topics such as safety, CAASPP results, health, or academic intervention. After the presentations are delivered, the forum is opened up to questions and answers.

Parents are encouraged to become part of the school environment through volunteering. Opportunities exist for parents to participate both in and out of the classroom environments WAHS has a vibrant culture of volunteerism and parents can be found on campus each day.

Both the School Site Council and the English Learner Advisory Committee are parent groups where the participants either make decisions about or advise the school administration on the categorical programs.

Parents are invited to Back-To-School Night each Fall so that they can experience first-hand what their children have to look forward to each day. Parents also have asked to spend time in each of the students' classrooms, so they also follow a bell schedule to visit classrooms during this time. Each classroom teacher gives a brief presentation consisting of an overview of the curricular content as well as expectation for completing the course successfully.

At the end of the Spring semester, parents are invited to attend Open House. Again, parents are asked to follow their students' class schedule so that they can view all of the hard work each child has put into their courses.

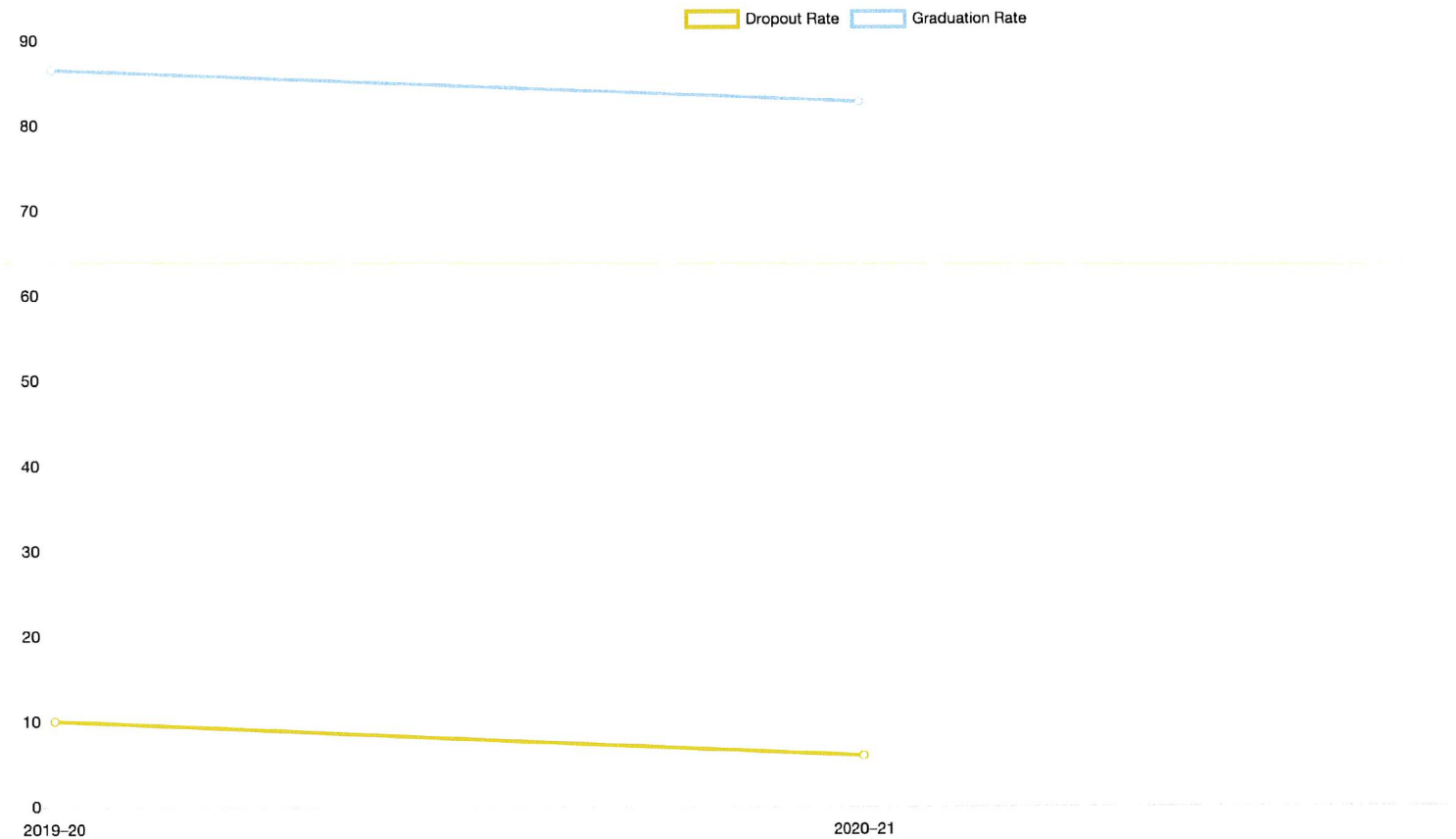
## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate		10.10%	6.00%		8.90%	7.80%		8.90%	7.80%
Graduation Rate		86.60%	82.80%		82.90%	87.40%		84.2%	87.0%



Last updated: 1/18/23



**Graduation Rate by Student Group (Four-Year Cohort Rate)**  
**(School Year 2021–22)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	116	96	82.8
Female	59	53	89.8
Male	57	43	75.4
Non-Binary	0	0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American			
Filipino	0	0	0.00
Hispanic or Latino	109	91	83.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	19	9	47.4
Foster Youth			
Homeless			
Socioeconomically Disadvantaged	116	96	82.8
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	16	11	68.8

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated: 1/18/23

**Chronic Absenteeism by Student Group**  
**(School Year 2021–22)**

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	505	496	3	0.6
Female	246	241	1	0.4
Male	259	255	2	0.8
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	12	11	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	492	484	3	0.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	1	1	0	0.0
English Learners	109	106	0	0.0
Foster Youth	5	5	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	493	485	3	0.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	71	65	1	1.5

Last updated: 1/19/23

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.78%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	1.19%	0.00%	0.46%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/18/23

**Suspensions and Expulsions by Student Group  
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.19	0.00
Female	2.44	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.22	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.22	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Last updated: 1/18/23

**School Safety Plan (School Year 2022–23)**

WAHS updates its School Safety Plan on a yearly basis. Disaster drills are practiced on a monthly basis and the campus participates in the Great Shake out each October along with the rest of the state.

The school safety and security team are in constant communication with administration and local law enforcement. In the event of any unforeseen situation on campus, parents are notified through the RoboCall system. Emergency supplies are refreshed as needed and campus facilities staff ensures that they are in compliance and accessible at a moment's notice. The campus Health Services Coordinator provides ongoing trainings for the entire staff on topics such as Glucagon administration and EpiPen usage. Each year the safety plan is presented to the school's governing board for approval. Parents are also updated on the safe school plan during a school wide parent meeting. Copies are provided in the front office and the plan is also posted on the school's website. The school staff is updated as well at a faculty meeting. School Discipline Policy.

At WAHS we believe that discipline is not about punishment, but rather about behavior redirection and the development of personal responsibility.

Students experience various developmental stages during the growing years. The school community is an informed community which cultivates among its staff, an understanding of age appropriate behaviors. In order to support personal responsibility and positive social interactions school-wide, WAHS has developed a schoolwide plan for positive discipline and support which includes Restorative Justice practices. Together, students, staff and families will build a foundation that students will need in order to function harmoniously throughout the school day with their peers and teachers. The effectiveness of the school-wide plan requires the participation and support of all staff members. In order for this philosophy to be truly effective, there must be continuity between the school and home environment.

We in the WAHS community of trust and mutual respect for self and others so that power learning will take place."

**Components of WAHS School-Wide Plan for Proactive Behavior Support**

With the understanding that individual behavior has both personal and public outcomes, we have developed this proactive support policy to facilitate a common understanding among our school community that includes goals and responsibilities for success. The policy includes key elements that staff will implement to support positive behaviors. Those behaviors include but are not limited to the following Guiding Principles and Clear Expectations for student behavior: - Effective

**Classroom Management and explicit teaching of social skills**

- Interventions with partnerships between the faculty, students, and families
- Reasonable and Appropriate consequences for negative behaviors
- Consistent Acknowledgement of appropriate Behaviors

The Safety Plan is reviewed, updated, discussed with various stakeholders (SSC, ELAC, Safety Plan Committee) and Board approved by March of each year for the following year.

Last updated: 1/18/23

## D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	7	11	2
Mathematics	24.00	6	17	
Science	26.00	4	9	3
Social Science	27.00	3	10	2

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	120.00			4
Mathematics	119.00			5
Science	99.00	1		3
Social Science	101.00			4

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	4	13	
Mathematics	24.00	14	10	5
Science	24.00	2	9	
Social Science	25.00	6	9	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/19/23



**Ratio of Pupils to Academic Counselor (School Year 2021–22)**

Title	Ratio
Pupils to Academic Counselor*	165.67

\* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/19/23

**Student Support Services Staff (School Year 2021–22)**

It is the goal of Wallis Annenberg high School to assist students in their social and personal development as well as in academics. The school provides special attention to students who experience achievement or behavioral difficulty.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	0.00

\* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/19/23

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15904.00	\$3582.00	\$12322.00	\$74553.00
District	N/A	N/A	\$8796.00	\$78635.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

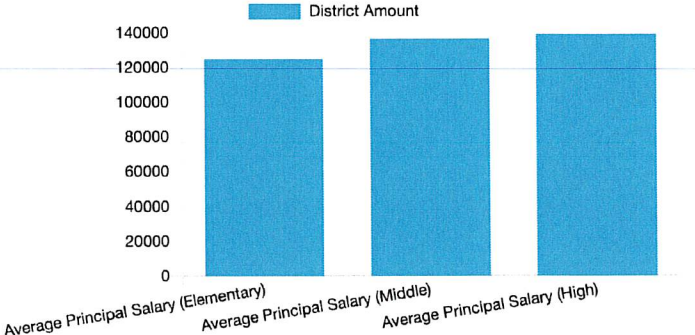
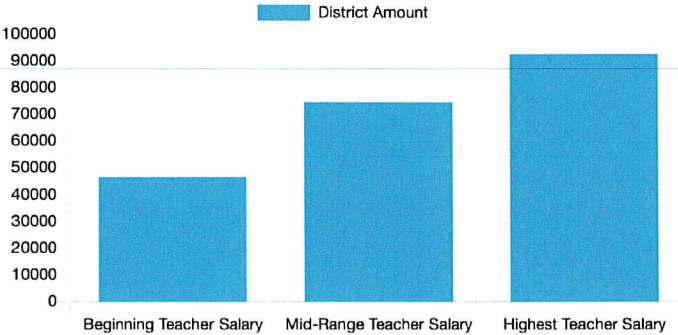
Note: Cells with N/A values do not require data.

Last updated: 1/24/23

**Teacher and Administrative Salaries (Fiscal Year 2020–21)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46587.00	\$51080.95
Mid-Range Teacher Salary	\$74412.00	\$77514.16
Highest Teacher Salary	\$92389.00	\$105763.62
Average Principal Salary (Elementary)	\$124878.00	\$133420.78
Average Principal Salary (Middle)	\$136594.00	\$138593.75
Average Principal Salary (High)	\$138948.00	\$153391.60
Superintendent Salary	\$350000.00	\$298376.74
Percent of Budget for Teacher Salaries	27.02%	31.60%
Percent of Budget for Administrative Salaries	4.66%	4.97%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated:

**Advanced Placement (AP) Courses (School Year 2021–22)****Percent of Students in AP Courses**

Subject	Number of AP Courses Offered*
Computer Science	0
English	5
Fine and Performing Arts	0
Foreign Language	5
Mathematics	1
Science	0
Social Science	5
Total AP Courses Offered*	16.00%

\* Where there are student course enrollments of at least one student.

Last updated: 1/19/23

**Professional Development**

Professional development within the school addresses the individual needs of teachers and students as well as broader school concerns.

Both the site leaders and district level leads provide Professional Development in all content areas using a variety of models, such as Collaborative Learning Rounds, PLC, Staff Meetings, and more.

Professional Development includes, but is not limited to: English Language Arts, English Language Development, Writing, Math, MTSS, Special Education, and SBAC.

Professional Development is also conducted through coaching, modeling lessons, and Instructional Classroom Walk Throughs with feedback.

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Last updated: 1/20/23